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AUTHOR	English, Fenwick W.
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ABSTRACT

This document provides a detailed model for the development of a differentiated staffing program, which can continue to be modified. The historical development of the Temple City model is outlined. The organization of the project is set out in detail, beginning with the establishment of a steering committee in December 1966, followed by a restructuring of the District Organization in 1970. A unique concept is the school academic senate, which is the policy-making body within the school directly responsible to the superintendent, and which is neither elected nor appointed but is a selected group of teachers fulfilling an aspect of their differentiated responsibilities. The district senate was officially formed in 1969-70, with voting membership limited to six school principals and six vice chairmen selected from within the school senates. The instruction council is responsible for curriculum development and is composed of master teachers in the various disciplines, the directors of education, and the superintendent. The roles and responsibilities of the various staff members are described in detail and include the associate teacher, the senior teacher, the master teacher, and the paraprofessional. The concept of promotion in a differentiated staffing program is examined, as well as the selection and evaluation of personnel. (MBM)

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TEMPLE CITY UNIFIED SCHOOL DISTRICT

A Handbook of the Temple City Differentiated Staffing Project 1965-1970

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An Up-to-Date Revision of Project Procedures and Policies

by
Fenwick W. English
EPDA Project Director

June 1970

SP005002

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The Purpose of This Publication

Since the release of a proposal by the Teachers Job Analysis Task Force and the Personnel Evaluation Task Force in September of 1967, the differentiated staffing plan has undergone many changes, some rather extensive and others, rather minor. People still refer to this document as "the project" although it was never intended to be a definitive and absolute model but a point of departure.

The changes in the basic ideas have occurred over a three year period and appear in documents scattered in many places. In addition, the Director carries many bits of information in his head on the whys and wherefores as well as procedural details. This occasion serves to put the information in writing so that under subsequent administrations modification may continue in an orderly process.

Fenwick W. English
EPDA Project Director

DEDICATED TO THE
DIFFERENTIATED STAFFING PROJECT STEERING COMMITTEE
1966-1970+

Who breathed life into an idea....

Edward Aguirre
Palmer Albers
Norris Beakes
Gayle Boyer
Bruce Caldwell
Ernest Camfield
Theodore Carothers
Joseph Conte
Virginia Harker
J.I. Harvey
Wilber Hawkins
Betty Houke
George Koumachian
Stephen Lee
Edward Marquez
Bob McAlister
Marvin Melton
Kenneth Nielsen
Miriam Osborne
Janice Peet
M. John Rand
Robert Reinertsen
Tad Root
William Schmidt
Allan Shuey
Frank Taylor
Floyd Thaller
William Thompson
Hester Wells
Alicia Woodall

A Brief Historical Sketch of the Temple City Model

It has been said that no significant idea was ever born in large organizations, large organizations often adopt them but never originate them. This is appropos of differentiated staffing in Temple City. In truth, the Temple City Differentiated Staffing Project was born one December afternoon in 1965 on a napkin at the Blackwatch Steakhouse in Temple City. There Dwight W. Allen, then Associate Professor of Education at Stanford University, and M. John Rand, Superintendent in Temple City matched ideas on educational change. Around that same table were Joseph Conte, Wilber Hawkins, Kenneth Nielsen and Fenwick English.

Dr. Allen took the napkin back to Stanford and began developing the concept with his associates. Later a preliminary model was presented to the California State Board of Education with Temple City as the example of how staff differentiation might take place (Model I).

Later in the spring, Dr. Allen again visited the School District and in a gatherin of Board members, PTA representatives, administrators, and teachers at Cloverly Elementary School, presented a more up-to-date version of the concept. It was debated and discussed throughout the day. Later the Superintendent appointed a staff committee to be headed by Fenwick English to draft a project to the Charles F. Kettering Foundation of Denver, Colorado for a study grant to develop a model of staff differentiation.

Ten drafts and two critiques later Temple City mailed the proposal. It was accepted without a change in October of 1966 and the check for $41,840.00 was mailed to the District. Between that date and December of 1966 a Project Steering Committee was formed to administer, direct, and develop differentiated staffing in Temple City.

The Project Steering Committee divided itself into a number of task forces and began the actual work of gathering data, assessing staff attitudes and readiness. In the Summer of 1967 the Temple City Model of Staff Differentiation (Model II) was developed by the Teachers Job Analysis Task Force under the leadership of biology teacher Allan Shuey. Other committees developed evaluation forms and procedures and prepared dissemination materials for the staff.

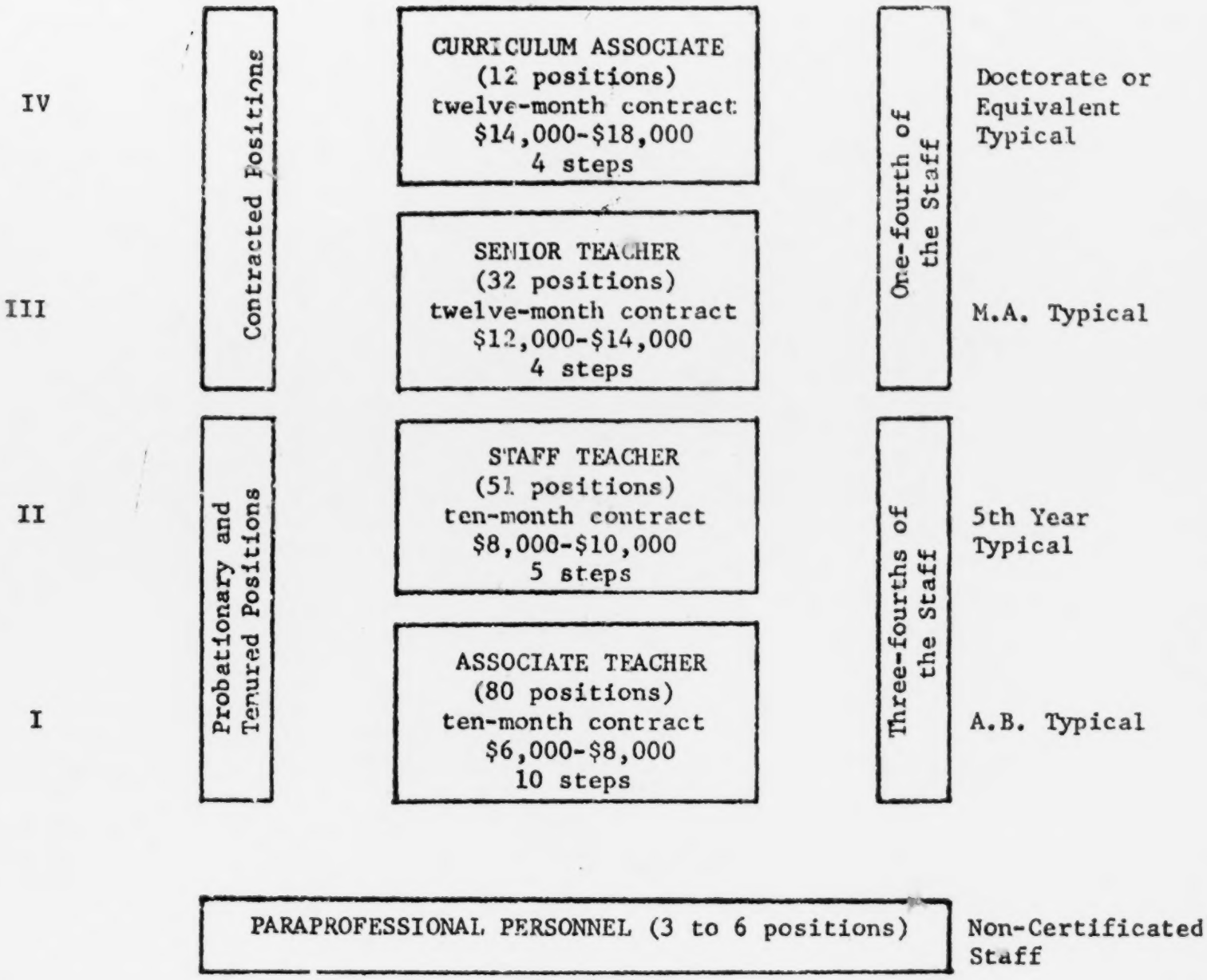
In the Back-to-School Workshop of September 1967 the model was presented to the entire staff by the teachers who had developed it over the summer and it was critiqued in small group feedback sessions. The Steering Committee subsequently revised the model further during this period of time in light of staff reaction, budget considerations, and implementation strategies. Thus Model III was a further refinement.

Sometime during the Spring of 1968 the Steering Committee selected Oak Avenue Intermediate School as the pilot school to put Model III into effect. Under the leadership of Bruce Caldwell, the Oak staff developed curriculum and the physical plan underwent many changes to support flexible scheduling. In September of 1968 the entire Back-to-School Workshop sessions were held at Oak Avenue with the Oak teachers conducting tours for their District colleagues.

For the school year 1969-70 the School District received funds from the Education Professions Development Act (EPDA) to develop a training program for Model III. This year also saw the expansion of differentiated teaching roles to virtually all schools in the District, although some were without flexible scheduling.

Throughout the life of the Temple City Differentiated Staffing Project, it has been treated as a dynamic, living concept. Undoubtedly it will undergo further modifications in the future. Its chief strength has been its ability to be malleable within the original guidelines formulated by the Project Steering Committee some four years ago. It appears that Model IV will be forthcoming shortly in response for greater flexibility at the elementary level in the District. The evolutionary development of the Temple City Differentiated Staffing Plan is illustrated in the following pages.

Model I
Temple City Differentiated Staffing Plan
1965-66



Notes on Model I

This first model did not show the importance of classroom teaching as the basic responsibility of teachers functioning under such a plan, according to the Teachers Job Analysis Task Force under the leadership of Allan Shuey. During the Summer of 1967 the TJATF redesigned the model.

Model II
Temple City Differentiated Staffing Plan
1967-68

					REGULAR SALARY SCHEDULE PLUS FACTORS
				Non-tenure TEACHING RESEARCH ASSOCIATE Doctorate or equivalent	12 Months ($16,000-$20,000)
			Non-tenure TEACHING CURRICULUM ASSOCIATE M.S., M.A., or equivalent		11 Months ($14,000-$16,000)
		Non-tenure SENIOR TEACHER M.S., M.A., or equivalent			10-11 Months ($11,000-$14,000)
	Tenure STAFF TEACHER B.A. Degree plus 1 year				10 Months ($6,000-$11,000)
Non-tenure ACADEMIC ASSISTANT A.A. or B.A. Degree					10 Months ($4,000-$5,000)
Some teaching responsibilities	100 percent teaching responsibilities	4/5's staff teaching responsibilities	3/5's-4/5's staff teaching responsibilities	3/5's staff teaching responsibilities	
EDUCATIONAL TECHNICIANS					

Notes on Model II

The second model illustrated that the roots of staff differentiation began in the classroom and that all teachers maintained regular contacts with students. The initial staff reaction was most critical of the Senior Teacher role as presented in September of 1967.

Model III
Temple City Differentiated Staffing Plan
1969-71

Tenure	Tenure	Non-tenure	Non-tenure
		SENIOR TEACHER M.A. or equivalent	MASTER TEACHER Doctorate or equivalent
	STAFF TEACHER B.A. and Calif. Credential		
ASSOCIATE TEACHER B.A. or Intern			
100% teaching responsibilities	100% teaching responsibilities	3/5's staff teaching responsibilities	2/5's staff teaching responsibilities
10 Months $6,500-9,000	10 Months $7,500-11,000	10-11 Months $14,500-17,500	12 Months $15,646-25,000
INSTRUCTIONAL AIDE II $6,000-7,500			
INSTRUCTIONAL AIDE I $4,000-7,500			
CLERKS $5,000-7,500			

Notes on Model III

Model III saw the renaming and combination of the Teaching Curriculum Associate and Teaching Research Associate into the Master Teacher-Research and Curriculum. The Academic Assistant of Model II, originally a semi-professional position, became the Associate Teacher which was fully professional and certificated. Model III was the one implemented in the Fall of 1969 at Oak Avenue Intermediate School.

The Differentiated Staffing Project Steering Committee

The Project Steering Committee was organized in December of 1966. Since that time it has guided the transition process of the District to differentiated staffing. Originally it enjoyed plenary power in the movement towards staff differentiation and fiscal independence under the Kettering Foundation Grant.

Since the inception of the District Senate, however, the Project Steering Committe has met less often. In June of 1969 the Steering Committee decided "to perpetuate itself for the life of the project and delegate to the proposed District Senate the operational procedures of implementing the project." The Steering Committee reserved the right to review agendas and policies as they pertain to differentiate staffing.

Since that time the Steering Committee settled several major issues regarding role definitions, especially of the Master Teacher and Elementary Senior Teacher. The Steering Committee recommends such changes to the District Senate. In essence the Steering Committee is a sub-committee on differentiated staffing, responsible to the District under the present organizational structure. The Steering Committe continues to serve as an arbitrator in disputes over differentiated staffing and continues to monitor District movement towards differentiation of teaching roles. Undoubtedly, it will continue to serve in this capacity in the future.

The Project Director

The position of Project Director is a transitionary one. There is no position for a Project Director anywhere in the proposals of the differentiated staffing plan. Such a position is necessary as long as the District depends upon outside funding to assist its movement towards staff differentiation. It must, therefore, be perceived as a terminal position at some time in the future.

District Organization

In its proposal of 1967, the Teachers Job Analysis Task Force recommended certain changes in the overall structure of the School District. This was based upon the rather obvious fact that roles are interdependent and a change in one portended a change in almost all others. The 1967 proposal recommended, on the assumed implementation of Model II, the following bodies be formed:

1. the Academic Coordinating Council (composed of principals and TRA's)
2. the Curriculum Coordinating Council (composed of TCA's and the Assistant Superintendent/Curriculum)
3. the District Managerial Council (composed of School Managers and the Assistant Superintendent/Business)

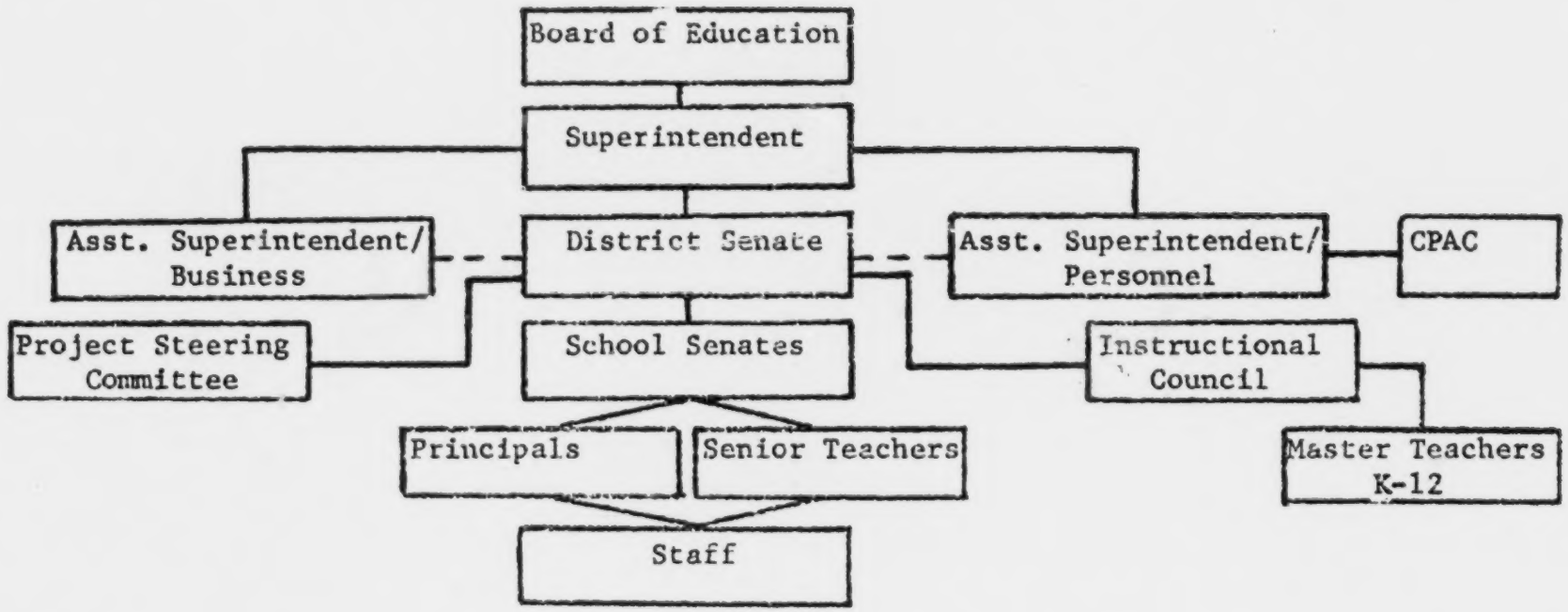
Since Model II was not implemented, it was not clear for some time just how the District organizational pattern would be effected. A major issue became that of the Master Teacher (a combination of two roles as previously noted). Where would the Master Teacher sit? How much formal authority should the Master Teacher have? In the Spring of 1970 the Steering Committee resolved the impasse. It validated the fact that there are two District-wide bodies:

1. the District Senate (composed of principals and Academic Senate Vice-Chairmen) with other District administrators as ex-officio members along with a sprinkling of other central positions headed by the Superintendent;
2. the Instructional Council (composed of Master Teachers from selected disciplines who in turn head subject area vertical committees composed of Senior Teachers at the respective schools and served by the Director of Elementary and Secondary Education.

The move by the Steering Committee brought District organization into harmony with Model III. The Senior Teacher was, in essence, promoted into a dual role serving on two Senates, the individual school Senate and the District Senate with the principal. The Master Teacher was an ex-officio member of the District Senate and attended when appropriate. The Instructional Council was a recommendin body to the District Senate, along with the Project Steering Committee.

In the implementation of differentiated staffing one other body was organized. This was the Certificated Personnel Advisory Committee (CPAC). This is an elected body which works with the Assistant Superintendent, Personnel to handle grievances related to certificated personnel. Procedures for this body will be mentioned later.

District Organization Under Model III
Differentiated Staffing



The School Academic Senate

The concept of the school Academic Senate has been a contribution unique to Temple City. It has been the most visible evidence of teacher involvement in decision-making. However, it is neither an appointed nor an elected body. Rather, it is a selected group of teachers fulfilling an aspect of their differentiated responsibilities.

From the very beginning of the project it was apparent that the teacher had to have a wider voice in the affairs of the school system. The concept of a popularity vote or a revolving type of position was rejected by the project designers in favor of a position based upon competence to perform a given set of job skills. Teachers were to design the tasks based upon their perceptions of the tasks to be performed, participate in the selection of colleagues, and evaluate the performance of those selected through a formal mechanism. There was to be no tenure on the job. Tenure was to be offered only to the extent a selected teacher adequately performed the designed responsibility.

It was apparent that the concept would clash with the traditional notion of the authority of the school principal. Therefore, the project designers undertook an overhauling of the traditional concept of the school principal. It was decided to equate the Senior Teacher in authority and pay to that of the principalship and to place them together at the school level in an equal and collegial relationship, giving each the same basis of formal authority in the concept of a Senate. The only exception to membership on the Senate was that given to the idea of a staff teacher-at-large. Originally, this was to fill out school Senates in case not enough qualified teachers were represented. Later this was modified by the Steering Committee to permit the staff teacher-at-large to be continued even if there were enough qualified Senior Teachers to form the Senate.

However, the central issue at stake, in preliminary debate, was whether the principal, on the basis of tradition or legal supremacy, could veto the direction of a school Senate should the two have conflicting opinions. Because of the deep feeling on the issue in the Steering Committee, a special sub-committee was formed to re-study the entire issue and file a report. Allan Shuey and a group of teachers met with the Superintendent and drafted guidelines which on January 28, 1968 were adopted by the Steering Committee. They preserved the integrity of the collegial concept between the principal and his Senior Teachers by providing for certain appellate procedures in case of disagreement.

> "Where there is a difference of opinion which is considered significant by the principal or the majority of the Academic Senate, the following course of action should be taken within ten school days in the stated order:
>
> 1. A request for an informal review session by the Superintendent and appropriate personnel should be made to explore possible solutions to the impasse.
>
> 2. If the informal review session does not resolve the impasse, it may be referred to the District Senate for review and a decision. A brief must be developed which reflects the arguments of both sides and submitted to the Superintendent for distribution to the staff prior to its meeting. The Superintendent must call a meeting within ten school days after receiving the briefs to consider the problem.

The school Academic Senate will name a party to represent each side before the District Senate. The principal is expected to make a report of his position on any issue under consideration. The District Senate may call in any other person as a resource in its deliberations.

If a minority of the school Academic Senate has appealed a decision, the District Senate has the privilege to review and refuse to hear a dispute. The Senate must give reasons for any declination on a referred problem.

3. If the District Senate and the Superintendent disagree over the decision reached in the Senate's deliberations, it may be appealed through the Superintendent for a final hearing before being submitted to the Board of Education. Such a presentation should be made as soon as possible.

Voting privileges on the District Senate, in case of dispute, shall be given to the six principals, the six Senior Teachers (or Academic Senate designates), and the Superintendent who only votes in case of a tie. The principal from the school of which a decision is being appealed, may not vote on the final decision in the District Senate.

The 1967 Model II report did not mandate the existence of school Senates. It proposed the concept of the Senate as an example. Its main concern was in the formal involvement of the teaching staff in the decision-making process, recognizing that in large schools it was impossible to involve everyone in each decision that had to be made. In small schools the Steering Committee permitted "a committee of the whole" to function as a Senate.

The guidelines for the formation of a Senate stated there were not to be less than five, including the principal, nor more than eleven. Only teachers were considered voting members along with the school principal. While the addition of other personnel occupying other roles was not discouraged, it was the intent to maintain them ex-officio. In the absence of qualified Senior Teachers or Senior Teacher Trainees, the Project Steering Committee permitted the individual schools to design their own criteria for membership and permitted elections to determine membership. This was clearly a transitionary arrangement, the understanding being that when the budget permitted and the numbers of qualified personnel grew, regular screening procedures for Senior Teachers would supplant makeshift procedures adopted in the interim.

Functions of the School Senate

It seems appropriate to quote from the 1967 Report: "The Academic Senate is the policy-making body within the school. It is directly responsible to the Superintendent. Its decisions are reflected by a majority vote. The principal administers the decisions and interprets policies established by the Senate. The authority of the principal is now vested in the Academic Senate as a body. The principal's new authority is then limited by those powers delegated to him by the Senate."

The Academic Senate was bestowed certain functions. Broadly, they involved the entire operation of the school and pertained to all facets of school life. They were:

1. The establishment of plans for the improvement of instruction within the school, in keeping with District policies and programs

2. The planning and implementation of the school budget, as it related to instruction, in keeping with District priorities, guidelines, and allocations

3. The performance of self-regulatory functions regarding school staff selection, evaluation, and job continuance

The Senate was given broad and comprehensive powers to determine dollar priorities, develop school policies, initiate change and innovation at the building level, and enjoy wide latitude in the recruitment and retention of staff. The role of the Principal was to become an executor of the Senate, who in turn delegated much of the mundane chores to the School Manager. It was the vision of the 1967 Project to eventually select the principal from the Senate and return the role to its historic origin, that of, principal/teacher. It was recognized rather realistically, that in the interim, due to tradition and legality, the role of the principal would undergo much change, but would remain.

The Role of the Student in the School Senate

The 1967 Proposal included students on the Academic Senate. In all probability the role of the student will have to be greatly expanded in the future, especially at the secondary level.

The District Senate

The District Senate evolved from the earlier Academic Coordinating Council, a body envisioned under Model II. The thrust of differentiated staffing aimed at placing teachers in the decision-making process at all levels, especially at the central level, which had long been the exclusive domain of the administrator.

The District Senate was officially formed during the school year 1969-70, three years after the project was initiated. It replaced the traditional Administrative Council composed of principals, coordinators, directors, and other administrative auxiliary personnel.

Voting membership is limited to the six school principals and six Academic Senate Vice-chairman. Vice-chairman were to be selected from within school Senates. Specific procedures were left to the individual schools in formulating criteria during the interim in which some Senior Teacher trainees could serve on school Senates.

Ex-officio members of the District Senate were the following:

Assistant Superintendents - Business and Personnel
Directors
Coordinators
Master Teachers

Functions of the District Senate

1. To recommend for Board approval District policies and programs relating to instruction and curriculum

2. To recommend for Board approval support systems needed for instruction, including pupil personnel, media, and evaluation services

3. To develop cooperatively District budget with administrative guidelines and procedures

4. To recommend for Board approval District policies and procedures for certificated personnel as they relate to the instructional program

5. To recommend for Board approval District policies and procedures relating to classified personnel involved in the instructional program

6. To establish Administrative Policies and Procedures necessary for the implementation of District instructional policies and programs

7. To approve guidelines established by the Director of Projects with the Superintendent

8. To approve District plans and guidelines for transition to differentiated staffing and flexible scheduling

9. To serve as an appellate body in resolving problems submitted by school Senates

10. The District Senate is responsible to the Superintendent for the performance of its duties. The Superintendent serves as its executive officer. Where differences occur between the Senate and the Superintendent, the issue may be appealed to the Board of Education for joint hearing. In such a hearing all members of the Senate, the Superintendent, and the Board will participate. The decision of the Board will be final.

The Instructional Council

The Instructional Council stemmed from the Curriculum Coordinating Council in Model II. It was the intent of both the 1967 Proposal and the 1969-70 Model III revision to separate the process of on-going curriculum development from the process of policy making and administrative decisions.

The Instructional Council is composed of Master Teachers in the various disciplines, the directors of education and the Superintendent. The Council is further separated into discipline-centered vertical committees with Senior Teacher representatives from each school or designatesserving in that area headed by the Master Teacher.

The only vertical committee which was semi-operational to date has been the Social Science Vertical Committee headed by Dr. Donald Hutcherson, Master Teacher-Social Science. Much additional work needs to be done to make the Instructional Council fully operational.

Functions of the Instructional Council

1. To develop short- and long-term plans for the improvement of curriculum and instruction

2. To recommend to the District Senate appropriate support services for the instructional program including pupil personnel and media services

3. To recommend in-service education programs to accomplish instructional goals

4. To conduct annual audits of instructional progress

5. To articulate planned sequences of learning in authorized subject areas on K-12 basis

6. To plan and institute with approval of District Senate in-service education programs to prepare staff for transition into differentiated staffing and flexible scheduling

7. To plan for the dissemination of tested practices and programs

8. To effect the District program in curriculum and instruction in keeping with Board Policies and State Law

9. To develop periodic reports to the District Senate and the Board of Education on progress and direction in curriculum and instruction

10. The Instructional Council is responsible to the District Senate for the performance of its duties. The District Senate evaluates and approves Council proposals which are then effected by the Master Teacher.

A Generic Description of Roles in the Temple City Model of Staff Differentiation

Differentiation is a new word to describe a very old process within human organizations. It describes the division of labor or the separation of tasks via specialization or departmentalization. Schools have been differentiated for some time. The first major role differentiation occurred in education when the concept of principal/teacher appeared. Later a superintendent was created as school systems grew in size.

Differentiation may occur along two dimensions, horizontal and/or vertical. The teacher/principal/superintendent differentiation was primarily vertical in nature. School systems have differentiated horizontally via subject matter. Thus, department chairmen of history or science, or special reading teachers represent a horizontal differentiation.

Staff differentiation is a radical change in education because it means changing the role of the teacher vertically as well as horizontally. It is when the vertical dimension is added that the term "hierarchy" is appropriate. The concept of a teacher's hierarchy remains, to date, a rather controversial one. It is necessary for the realization of a career ladder. Without a hierarchy there can be no career ladder such as that which exists in the administrative arm of the organization.

The Temple City Model was the first of its kind to make a radical departure in conceptualizing vertical roles for teachers, accompanied by ranges of pay, status, and authority. Such roles grew from an analysis of tasks conducted in the Spring of 1967 by the Project Steering Committee. Various tasks were regrouped into more specialized roles along a task difficulty continuum. Then these tasks were subdivided into new roles and given titles accordingly.

The Associate Teacher

The Associate Teacher came into being as a distinct contribution of Model III. Previously, Model II had named the position of Academic Assistant. This role, however, was a semi-professional one which would mean that it would be non-certificated.

The Associate Teacher generally is a neophyte to the profession. The range of responsibilities of the AT have been delimited to include a task level which can be mastered within a range of four years. Thus, the AT salary range consists of four steps. Tenure may be earned as an Associate Teacher.

The Associate Teacher may function in a school with or without flexible scheduling. It is apparent when differentiation is proposed, that there is a high degree of relationship between the separation and regrouping of job tasks and the placement of those tasks in a time/space relationship in a school. Thus, differentiation is much easier if those time/space relationships can be easily altered. The traditional egg-crate designed school structure with a rigid and uniform schedule prohibits differentiation and specialization, horizonal or vertical. To this extent, a self-contained classroom structure actually works against making the curriculum and the expertise of various teachers responsive to the needs of students. It is possible for "a teacher to be a teacher to be a teacher" only if "a student is a student is a student." The individualization of instruction is directly linked to task differentiation. Associate Teachers may be better utilized in schools which contain a more fluid environment for children than the traditional school and one which is functioning within some kind of modified or flexible schedule.

In order to allow the School District to put into effect the overall mechanisms of transition, it became necessary to employ Associate Teachers throughout the School District during the school year 1968-69. The Associate Teacher Salary Schedule is very competitive with surrounding school districts. An analysis of applicants to the School District for two years (1967-69) indicated that the drawing power of the Associate Teacher role was good, especially for young teachers in the age range 20-30 years.

Responsibilities of the Associate Teacher

Due to the relationships in physical surroundings, the role responsibilities of an Associate Teacher in a school with flexible scheduling and one without are different. The responsibilities of an Associate Teacher are delineated on the following page.

School With Flexible Scheduling	School Without Flexible Scheduling
Instructional Responsibilities	
1. 100% classroom teacher (part of 100% includes tutorial time as regular assignment);	1. 100% does not include regular tutorial responsibilities;
2. Differentiation of assignment in relationship to specialization for various modes of instruction (LG, SG, II) based upon expertise/ interest of teacher (assumes responsibilities for two of three or all three but not expected to be specialist in any one mode);	2. No large group; small group informal and irregular and within self-contained classroom only; limited to available expertise of the teacher;
3. Receives guidance and help of team teaching colleagues;	3. Receives help from principal, if available;
4. Receives limited assignment requiring knowledge to meet the needs of a large diversity of pupil audience, or under the guidance of a Senior Teacher;	4. Receives all ranges of pupil problems within the four walls of the classroom;
5. Is evaluated by Senior Teacher, other colleagues, and principal;	5. Evaluated by principal only;
6. Expected to be a team member and contribute to the total welfare of all children within his designated area;	6. Responsible for students in self-contained rooms only; no responsibility for total program articulation;
7. Student planning must be articulated with more experienced teachers in achieving total area objectives;	7. Student planning in isolation from other staff members;
Curriculum Responsibilities	
8. Responsible for the application of staff and Senior Teacher curriculum units;	8. Develops curriculum in isolation or depends upon textbook or personal interpretation of curriculum guides;
9. Has formal role in curriculum evaluation.	9. Has formal role of curriculum evaluation limited by the judgment of the principal and other voluntary contributions of time.

The Associate Teacher's responsibilities are more easily visualized in a school in which all teachers are not equated the same within self-contained classrooms. This is because there is a direct relationship between time/space, pupil group size and differentiation of tasks. It is especially acute in terms of vertical differentiation.

Being a neophyte to the profession, the Associate Teacher is not expected to function as an experienced and tenured staff teacher. He would not be assigned a wide range of pupils who differ from one another in extremely wide variations. His work load would be such as to be gradually inducted into the profession. As such the level of expectations of an Associate Teacher are not as great as for staff teachers. In self-contained schools actual differences in assignments are more difficult to ascertain and are not as visible. This is because the structure itself was founded in 1848 on the implied assumption that kids and teachers do not vary from one another in any significant way except in chronological age. The self-contained classroom was invented prior to the creation of the concept of IQ or pupil mental age. It can be easily documented that in a first grade classroom children may differ as much as four full mental age years, who are nonetheless the same chronological age. Age grouping of children is impervious to other crucial differences and prohibits anything but the crudest of instructional flexibility. This same rigidity is reflected in the separation of teacher specialization in a self-contained school.

Responsibilities of the Staff Teacher

School with Flexible Scheduling	School Without Flexible Scheduling
Instructional Responsibilities	
1. 100% classroom teacher (part of 100% includes tutorial time as regular assignment);	1. 100% does not include regular tutorial responsibilities;
2. Differentiation of teaching assignment on the basis of instructional mode specialization (staff teachers are expected to specialize in at least two modes of instruction);	2. Little differentiation of instructional mode specialization; the teacher would remain a generalist in each mode; such specialization would be limited to within self-contained rooms;
3. Functions with team of colleagues in designing learning experiences with the total number of students;	3. Functions in isolation; may or may not be a part of articulated effort;
4. Assignment can vary to suit teacher interests and needs with many children;	4. Very limited assignment which is difficult to individualize from both the standpoint of teacher and pupil;
5. Shares in colleague evaluation;	5. Is evaluated by the principal; very difficult to observe or interact with other teachers during the school day; colleague evaluation very difficult;

Curriculum Responsibilities

6. Responsible for the development and application of teacher prepared curricula for a broad student base; critiqued by other colleagues for appropriateness.	6. Limited role in curriculum preparation for school; limited solely on a regular base to own room.

The staff teacher's responsibilities reflect his greater experience as a professional. The staff teacher's assignment includes a broader range of pupil diversity The staff teacher is expected to function within two instructional modes in an exemplary fashion. The staff teacher shapes the total instructional program more deeply via participation and development of curriculum and in the professional evaluation process. Staff teachers form a cadre of experienced teachers who do not desire additional responsibilities. As in the case of the Associate Teacher role differentiation is much more difficult if the school structure does not provide much room for teacher specialization and utilization to occur beyond the traditional "class swapping" of teachers over time.

Senior Teacher Responsibilities

The Senior Teacher represents the first major break of functions and responsibilities above the staff level. It is often averred that only teaching should be the base for differentiation above the staff level. If this were the case, we should not have differentiation of tasks, but merit pay in disguise. It would be very difficult to show how differentiation would occur attempting to delineate such differences in the time the teacher is solely with children without resorting to nebulous and highly subjective procedures which have been rejected through time by teachers themselves.

Teaching may be conceived as a business requiring not only a treatment (the application), but of diagnosis and evaluation as well. Teacher planning time is certainly not an administratively oriented job if it includes pupil diagnosis, selection and evaluation of teaching strategies related to learners, or methods of application or evaluation. The time the teacher is actually with children constitutes only one part of a teacher's responsibilities. As in other professions it has been proven to be one which is easiest to delegate. In medicine, for example, the doctor spends his time in diagnosis, the patient may be treated by a nurse or other medical aide, or may treat himself. Likewise, this has been the case with the employment of paraprofessionals. Once the teacher has diagnosed and prescribed, a paraprofessional may supply the treatment or a teaching machine may perform the required treatment.

Probably what cannot be delegated as an aspect of the "educational treatment" are those skills in assisting pupils to think or to solve problems which require the assistance of a highly sensitive and highly trained adult to motivate, assist, and evaluate with students in the process. The teacher provides an impartial judge of pupil effort, or a sympathetic and warm adult stimulating the acquisition of new skills.

Differentiation of tasks may therefore by spread out to consider other aspects of what teachers do, which may be more highly specialized, and which affect significantly what all pupils may learn. This forms the base for the creation of the

Senior Teacher and extending his responsibilities and "differentiated" functions into curriculum development, colleague evaluation, instructional specialization, increased coordination and responsibility for what students collectivcly learn in his area of expertise. In addition, the Temple City Model recognized the need for the involvement of the Senior Teacher in the administrative decision-machinery by design. The 1967 Proposal deliberately thrust the Senior Teacher with his expertise into the Academic Senate, the decision-making body at the school level. The augmentation to the principle of highly trained teachers functioning in the decision-making process on the basis of their competence to occupy those roles is the bulwark of teacher participation throughout the school system itself. The Senior Teacher is selected and evaluated by colleagues. He has no tenure as a Senior Teacher. He must perform.

The Principle of Service

The designers of the Temple City Model wisely rooted the job of the Senior Teacher in the felt needs of the recipient who were to "be served" by that position. A long experience with the authoritarian supervisor has convinced teachers that they wanted no more of having things foisted upon them in the guise of "service."

It is an expected phenomena in the philosophy of supervision that service cannot be construed as service unless it is so perceived by the recipient of that service. In order to avoid having the Senior Teacher end up as a supervisor with part time classroom teaching responsibilities, the designers built into the concept the following principles:

1. Teaching colleagues were to select their Senior Teachers;

2. Teaching colleagues would have a majority vote on selection panels (the addition of the outside university consultant provided the majority);

3. Teaching colleagues were to design the job to be performed by the Senior Teacher;

4. Teachers receiving the services of the Senior Teacher were to evaluate the effectiveness of such services;

5. Tenure was not granted to persons who occupied Senior Teacher positions, if they did not perform, they were not reemployed as Senior Teachers.

A rather long term describes this whole series of procedures, "debureaucratization". By tying the Senior Teacher's role directly to the recipients of the effects of that role and by systematically building into the system procedures whereby roles and role incumbents may be changed, debureaucratization occurs and the dominant one-way communication mode, and with it the traditional superior-subordinate concept, is radically altered. Arguments over supervision are thus bypassed, services become teacher-centered and teacher-designed. It is significant to note that the administration does not design the jobs to be performed by Senior and Master Teachers.

Evaluation under such a dual system is collegial and reciprocal. The most successful new role so far in the Temple City Plan has been the Senior Teacher. As with other roles, flexible scheduling (not necessarily the modular computerized

schedule) is necessary to provide a fluid environment for the Senior Teacher to function to maximum capability. The restriction of the traditional schedule has hampered the full development of the Senior Teacher role in Temple City schools functioning under a traditional schedule.

At the elementary level, the Senior Teacher concept developed along subject matter lines has enjoyed a mixed response. The Temple City Model of Staff Differentiation under Model III has been heavily influenced by the traditional curriculum delineations. Largely, on the basis of training and philosophy, such subject matter preoccupations run counter to the perceptions of some elementary teachers, especially primary teachers. This has been a major area of contention, that is, how much specialization along subject matter lines is necessary at the primary level?

The Project Steering Committee granted permission for two elementary schools to experiment with different instructional roles for the school year 1969-70. Both functioned in schools with self-contained classrooms. At Longden Elementary School a Senior Teacher of Instruction-Guidance was implemented, and at La Rosa School a Senior Teacher of Primary. Both roles were very much generalistic in nature, that is, specialization along disciplines was severely restricted. So far, they have failed to make much of a difference in the program. The roles were so broad as to bring to bear little specialized help for the classroom teacher, and time was divided rather traditionally, not permitting maximum utilization of such services when rendered.

In elementary schools already functioning under team teaching, with schedule flexibility across grade levels, perhaps such roles may enjoy a brighter future. Meanwhile, differentiation at the elementary level remains largely experimental and limited.

The general description of the Senior Teacher envisioned by the project planners in the 1967 Proposal is still valid today.

General Description

The Senior Teacher is primarily responsible for the application of curricular innovations to the classroom. The role may be described at putting educational innovations into effect in the classroom and subjecting them to the modifications which arise from day to day experience. Out of this work should emerge refined curriculum, sound in theory and practical in the light of classroom experience.

The Senior Teacher is the master practitioner in his area. He is the exemplary teacher, one who possesses a great deal of experience and training and who has remained vital and imaginative. He is knowledgeable of the most recent developments in teaching and in his subject/skill area. He is the teacher's teacher.

Specific Functions

1. 3/5's to 4/5's time spent in classroom instruction as staff teacher
2. Ten or eleven month contract (to be arranged)
3. Salary (basic salary schedule plus factors for leadership and extra time responsibilities with a range from $11,000 - $14,000)
4. Conducts in-service classes, workshops, seminars for teachers in exemplary techniques and methods in subject or skill areas
5. Is responsible for the assignment of student teachers

6. Develops teaching strategies (pilot programs) which can implement new curricula
7. Serves as advisor in curriculum development and research experiments
8. May function as a teaching team leader
9. Plans with his team the school schedule and pupil programming
10. Aids staff teachers in discovering and refining methods to work with individuals and subject matter/skills
11. Develops creative techniques and materials
12. Coordinates work of all teachers in his subject/skill area
13. May represent his area on the school Academic Senate
14. Is responsible for the selection, performance, and evaluation of educational assistants in his area

In areas served by Senior Teachers and within the generic description of the Senior Teacher, school staffs have developed particularistic job descriptions each year. If the Senior Teacher has fulfilled the needs of his staff teachers, their needs will have shifted; therefore, it is necessary to re-write the job description each year.

A particularistic job description for each Senior Teacher obviously cannot be presented in this handbook since it would quickly become obsolete. However, an example of specific responsibilities defined by the teaching staffs of their Senior Teacher is illustrated below:

Senior Teacher - Social Science (7-8)

Generic Task: Instructional Responsibilities

Specific Indices of Task Accomplishment

1. Performs demonstration teaching or in-service training at least two times per semester for the purpose of illustrating new content, methods or materials for either grade level (at least 70% of staff must agree that such demonstrations are worthwhile);

2. Visits each teacher in the classroom (at least once each quarter) followed by a conference or written evaluation for the purpose of assessing the instructional appropriateness of the content of what is being taught and to determine if the instructional mode is being properly utilized;

3. Responsible for the training and direction of all area-based paraprofessionals to include:

   a. conducting regular discussions with the staff (at least once each quarter) regarding paraprofessional utilization, deployment, and effectiveness;

   b. maintains clerk-work priorities (at least 70% of staff must agree such priorities are essential);

4. Responsible for the student utilization of area resource center:

   a. reviews student usage of resource center for staff (at least once a quarter) to include:

1. dominant types of student activities;
2. number of student conflicts regarding equipment utilization;
3. adequacy of book and material based support systems;
4. student evaluation of resource center.

The complete list of Senior Teacher instructional responsibilities is divided into several areas and they include:

1. Instructional/teaching responsibilities
2. Curriculum responsibilities
3. Scheduling responsibilities
4. Evaluation responsibilities
5. Fiscal responsibilities
6. Communication responsibilities
7. Senate responsibilities
8. Human relations responsibilities

Senior Teachers are evaluated formally by staff and Associate Teachers in their respective areas. Continuance on the job by the Senior Teacher is dependent upon a successful evaluation by his area staff. The job description serves both as an indicator of tasks to be accomplished, but also an evaluation instrument of the ability of the Senior Teacher to accomplish the designated tasks.

Teachers rate one another as to how they have performed their responsibilities. The burden of such rating shifts from a subjective opinion of a global task, to a responsibility of the job description designers to state the desired outcomes in ways they can be assessed or demonstrated. If an outcome has been stated appropriately it should be known by the rater whether or not such outcomes occurred. The assumption is that in such nebulous areas as attitudes and atmosphere, teachers can state whether such conditions are present or absent. Admittedly such assessment procedures are crude, but they work when professionals recognize finer distinctions lose all validity in rating scales and other such ranking methods. Professional judgment must decide whether a behavioral criterion measure is indeed valid as representing a global outcome desired by the staff. It is possible to derive behavioral indicators for trivia or for irrelevant tasks. The responsibility of the teacher in the process of writing a job description for the Senior Teacher revolves around the following questions:

1. What is the global task the Senior Teacher should perform?

2. What are all the available behavioral indicators of whether or not that task has been accomplished?

3. Which of the available behavioral indicators is truly representative of the desired outcome?

4. Which of the behavioral indicators do we feel is best indicative of the task performance?

5. Has the Senior Teacher accomplished and/or demonstrated the fulfillment of those tasks?

6. If the behavioral tasks are completed, has the global task been met? If not, what has been left out?

It is a common fear that Senior Teachers become merely quasi-administrators in a model of staff differentiation. This is possible, but the responsibility of whether the Senior Teacher shuffles papers or actually performs needed services rests with the teachers who design his job. If they emphasize the administrative, the Senior Teacher will be an administrator. If they demand of him paper responsibilities, he will perform paper tasks. The successful functioning of a Senior Teacher is as much dependent upon the integrity of the staff and Associate Teachers as it is upon the Senior Teacher himself. Whenever a job is grounded in a fundamental notion of reciprocity, it takes both parties to make it successful.

Master Teacher Responsibilities

In some ways, the title Master Teacher is misleading. The Master Teacher is not the Master Teacher because he stands on a pinnacle of teaching excellence. This would mean that merit pay had been installed. The Master Teacher has the broadest range of responsibilities in the Temple City Model of Differentiated Staffing which are directly rooted in classroom teaching.

The Master Teacher is a combination of the Teaching Research Associate and the Teaching Curriculum Associate of Model II. When it became apparent that the School District could not afford both positions they were combined into one, for a time, called the Teaching Curriculum-Research Associate (TCRA). But since this title was so long in comparsion to the remainder of those in the project, it was subsequently renamed to its present label.

From the beginning, both the TRA and TCA of Model I were K-12 in depth. Perhaps a discrimination ought to be made between job scope and job depth. Scope refers to the "broadness" of a job and depth refers to the "verticalness" of that same job. Differentiation of tasks rearranges both the job depth and job scope of teacher-based positions.

In this respect the concept of Master Teacher of a discipline K-12, and a traditional general curriculum coordinator both differ and are similar. The job depth of the curriculum coordinator and the Master Teacher are the same, but the Master Teacher's job scope is limited purely to within his area of competence.

The Master Teacher was deliberately designed to present maximum security, so that the job would not gravitate into a central administrative position. Provisions were built in that the Master Teacher would teach formally at a school or schools in the District and that he had to maintain his office in the field. He further was barred from the District Senate as a voting member but instated as an ex-officio participant. The Master Teacher role was further stripped of any "power" in the traditional sense by limiting his influence to one based upon his ability to persuade by logic and his own abilities based upon his advanced training. The Master Teacher was made an executor of a Vertical Committee composed of like Senior Teachers from each school in the District. The Vertical Committee was bestowed with the responsibility of ironing out curriculum priorities - K-12 and other related budget matters pertaining to that discipline.

General Description

The Master Teacher is considered the key to the concept of the school "self-renewal" unit. It is this person who has the primary responsibility of maintaining the vitality and pertinence of subject matter content, form, and related teaching strategies to each area of the curriculum. The Master Teacher must possess a scholarly depth of knowledge in subject matter or skill areas that will enable him to evaluate critically emerging research and from it select those ideas, practices, and principles that will contribute to the development of new methods and new programs of education. The Master Teacher would be responsible for initiating research programs of a purely district interest with his colleagues.

Specific Functions

1. 20-25% teaching time in the classroom
2. 12-month contract
3. Establishes and maintains a continual program of research and evaluation in his area of curriculum development
4. Translates related research into experimental instructional probes with Senior Teacher colleague
5. Conducts with colleagues in-service classes, workshops, discussion groups, and faculty monographs
6. Forms a liaison with universities, research centers, industry, business, etc. in subject area
7. Writes projects for funding probes
8. Is able to design new curricula in harmony with the best available curriculum theory and design
9. Formulates with staff subject area master plans and works with Senior and staff teachers in designing the school program, schedule, utilization of resources, educational objectives, and the organization of new courses.

Master Teacher - Social Science (K-12)

Generic Task: Research Responsibilities

Specific Indices of Task Accomplishment

1. Disseminates to the appropriate K-6, 7-12 social science staff (at least once per semester) written studies or verbal reports of innovative developments in content, processes, skills, media, pertinent to social science instruction. Such reports must be deemed useful by at least 65% of the teachers functioning in the discipline area;

2. Conducts (at least once each year) on site staff in-service meeting on research methodology or interpretation of research. At least 60% of the social science staff, at each site, must agree such meetings were worthwhile;

3. Develops a total K-12 research design to match the social science program objectives for consideration of the Social Science Vertical Committee. Undertakes at least 25% of analysis each year;

4. Publishes (at least once each year) a summary of interpretation of K-12 achievement scores of students in the School District.

Summary of Major Areas of Responsibilities

1. Research responsibilities
2. Staff in-service responsibilities
3. Self-renewal responsibilities
4. Coordination/administration responsibilities
5. Evaluation responsibilities
6. Teaching responsibilities

Paraprofessionals

A number of paraprofessional positions were originally described in the 1967 Proposal. Since that time the District's classified personnel have selected the California Merit System with a separate Personnel Commission governing classified jobs and salaries. Job positions must be accepted by the Classified Personnel Commission and advertised. Examinations for positions must be constructed and candidates selected from among the top three exam scores. Two principle paraprofessional positions under differentiated staffing have been accepted by the Classified Personnel Commission, Instructional Aide-Resource Center/Classroom and Instructional Aide-Library/Media.

Instructional Aide-Resource Center/Classroom

Definition

Under direction, to assume responsibility for the instructional material and student behavior during supervised study within the learning environment of the resource center or classroom; to do related work as required.

Typical Tasks

Under teacher supervision, assist and direct students in independent study with the appropriate instructional materials and equipment that are available in the resource center or classroom; maintain files and records; supervise the care of equipment and materials; take inventory; check books and materials in-out.

Employment Standards

Training and Experience

One year of college; and one year of experience working with young people or children in learning activities; a knowledge of general office procedures. One additional year of working experience can be substituted for the college requirement.

Knowledge and Abilities

Ability to relate effectively with students and adults and to assume responsibility for their behavior during supervised study, knowledge of modern office methods and practices; ability to type, file rapidly and accurately; knowledge of common library practices and techniques; ability to work cooperatively with others; have interest in subject matter and hel to create a learning atmosphere in which students will want to study.

Instructional Aide-Library/Media

Definition

Under direction, to utilize special competencies in the knowledge and use of print and nonprint materials; ability to assume responsibility for assistance in the philosophy and practical application of the media program especially in the area of modular scheduling; to assume responsibility for student behavior during supervised study within the learning environment of the library media center.

Typical Tasks

Bibliographic searching; assistance to teachers and students in locating materials; working at circulation desk; equipment operation and simple maintenance; training students in the operation, care, use of equipment and materials; preparing tapes; provide assistance with various kinds of media presentations; maintain files and records; develop procedures to insure maximum student use of the media center; inventory materials and equipment; under teacher supervision, assist students in the study of subject area.

Employment Standards

Training and Experience

One year of college and one year of experience working with young people or children in learning activities; preferably general office experience and/or courses in basic library procedures. One additional year of working experience can be substituted for the college requirement.

Knowledge and Abilities

Be skilled in the knowledge and use of educational media including book and non-book materials; be able to assist the student and the teacher in the use of media products; ability to relate effectively with students and adults and to assume responsibility for student behavior during supervised study; knowledge of modern office methods and practices; ability to type, file rapidly and accurately; knowledge of common library practices and techniques; ability to work cooperatively with others.

The Concept of Promotion in a Differentiated Teaching Staff

Promotion is not automatic in a differentiated teaching staff. If it were, it would easily become merit pay. If promotion were automatic it would mean that tasks were not differentiated enough to enable the organization to tell how many persons occupying such roles were necessary in the first place. It is possible to predict how many custodians, principals, coordinators, etc. a school system needs. Though many are qualified, only a certain number of roles are open for the performance of those job responsibilities. The identification of roles is based on the principle of differentiation. Merit pay has made promotion automatic since there was no differentiation of actual job tasks, only on how such tasks allotted to the classroom teacher were qualitatively performed.

Because of the very nature of differentiation, the number of roles can be known, and they are limited as they are in any organization. The precise scope and depth of roles depends on how and along what lines differentiation or specialization takes place. Promotion is therefore limited to the table of organization of the school district and its individual building units.

Selection of Personnel to Function in the Various Roles

Personnel in the differentiated staff are not selected for advancement on the basis of someone's judgment as to their performance. Rather, as openings are made available, teaching personnel are given the option of applying for the positions and being selected by a panel of professional colleagues.

The preliminary selection procedure is almost unchanged since 1967.

1. Application in writing from any fully certificated person;

2. Applicant's qualifications should meet the job criteria listed in a published job description;

   a. if two applicants with equal qualifications apply, preference should be given to Temple City staff currently employed;

   b. seniority will be taken into consideration in order to settle questions of equal qualifications for Temple City applicants.

The Selection Committee/Senior Teacher

The Selection Committee for Senior Teachers has been composed of the following personnel:

1. Two teachers elected by their teaching staffs within the discipline or area being considered from the school in which the proposed Senior Teacher is to function;

2. An outside University specialist in the discipline or area of the proposed Senior Teacher;

3. The principal of the school in which the proposed Senior Teacher is to function;

4. The Assistant Superintendent of Personnel.

Procedures/Senior Teacher

Candidates are ranked numerically and subjectively by the Selection Committee and a joint ranking list is composed. In case the number one candidate cannot accept the position, the Committee reserves the right to meet again and review and rerank candidates. There is no limit to the number of times a person may apply for advanced positions. Ranking criteria are made available in advance to persons applying for the position along with pertinent information regarding job responsibilities.

The Selection Committee recommends candidates to the Superintendent who, in turn, recommends their employment to the Board of Education.

The Selection Committee/Master Teacher

The Selection Committee for the Master Teacher has been composed of the following personnel:

1. Three teachers elected by their colleagues (who are not applying themselves) from each respective level and from each discipline to be served by the Master Teacher;

2. An outside University specialist in the discipline being considered for placement of the Master Teacher;

3. The Assistant Superintendent of Personnel;

4. A principal representing the remaining principals;

5. The Superintendent as ex-officio member.

The procedures for the selection of the Master Teacher are the same as for the Senior Teacher.

Selection of Associate and Staff Teachers

Associate and staff teachers are selected by a panel of colleagues who will be working with them at their respective assignments. The number of such colleagues serving on the panel and their selection is left to each Academic Senate to determine.

Evaluation of Personnel

Senior and Master Teachers were to have been evaluated quarterly, though in practice the actual number of evaluations has usually been two, once each semester. The coordination of evaluations is discussed under the role of the Certificated Personnel Advisory Committee.

The Certificated Personnel Advisory Committee

It soon became apparent upon implementation of differentiated staffing that during the transition period of moving from one type of staffing pattern to another, many problems with personnel would occur due to situational ambiguity and the need for old policies to be changed to fit new demands. In order to provide for maximum employee safety and fairness during such times, the Project Steering Committee authorized the formation of the Certificated Personnel Advisory Committee, an elected group of teachers to analyze and review disputes involving personnel. The CPAC is thus responsible to the Assistant Superintendent Personnel and recommends to him changes in procedures or matters which they feel deserve their professional scrutiny and recommendation. The following policies relate to adopted Board policy relating to CPAC.

Structure

The CPAC will be composed of four teachers not above staff or Associate Teacher levels - one from each major level in the District (primary, upper elementary, intermediate and high school) and one administrator. Members will initially be nominated and voted on by the teaching staff from their appropriate level. Administrators will be selected by vote from fellow administrators. Terms on the CPAC will be for two years. No two successive terms may be served by a member. The Steering Committee will establish procedures to insure an overlapping of terms of office.

Functions

1. To develop and review recommendations, for submission to the Project Steering Committee, regarding all policies pertaining to the employment, advancement and dismissal of personnel under differentiated staffing.

2. To receive evaluation reports on Senior and Master Teachers and make recommendations on reemployment to the Director of Personnel.

3. To function as an appeal board for personnel grievances under differentiated staffing.

New Employees and the Proposed Differentiated Salary Schedules

In order to initiate a four-year District transition into staff differentiation:

1. All new teachers for the 1969-70 school year will be employed on the differentiated salary schedules where in effect.

2. All new teachers employed during any one year will not be placed exclusively on the Associate Teacher salary schedule.

Options for Current Certificated Staff Members

In order to protect all of the prerogatives of current certificated employees of the District:

1. The standard salary schedule will be negotiated annually and maintained competitively in accordance with Board policy as long as there are teachers electing to remain on this schedule.

2. Teachers wishing to transfer to a differentiated staff position will be eligible to apply for the appropriate level opening anywhere in the District. If selected for the position, the teacher will be transferred to the differentiated salary schedule and will not retain the option to transfer back to the standard salary schedule except in the case of teachers selected as Senior or Master Teacher Interns.

3. Teachers selected for Senior or Master Teacher Intern positions will be granted one year during their internship to elect to return to the standard salary schedule. If at the end of that year they are selected for and accept a Senior or Master Teacher position with full responsibilities, this option is terminated.

Regardless of the number of years served as a Master or Senior Teacher, upon return to the staff teacher schedule no teacher would be paid less than he would have earned had he not originally transferred. His staff teacher salary is calculated by placing him on the same step and class on the standard salary schedule before transfer (including increments during the interim) before he is then placed on the differentiated salary schedule.

Placement on the standard schedule is thus a referent for calculating the teacher's new salary as a staff teacher on differentiated staffing. If that salary is above the range indicated on the differentiated salary, he would wait until the range is negotiated upward to include his salary and then it would be subjected to further increments as indicated for that position. Legal exceptions would have to be resolved individually with the Director of Personnel in observance of Education Code Provisions.

Recommended Criteria for the Development of Differentiated Salary Schedules

Basic Concepts in the Development of the Criteria

Although recognizing that most aspects of the structure of salary schedules fall within the realm of negotiation, the CPAC established the following basic concepts in making recommendations on rationale for developing:

1. Minimum and maximum salaries
2. The number of step increments
3. The dollar amount of the increments between steps on the differentiated salary schedules

"Whole Job" Concept

The philosophy underlying salary remuneration will be that of the "whole job" to be performed and not on any particular aspect of the job. Teachers will therefore be compensated on a single salary schedule. No variation in the rate of compensation will be made for functions which may overlap. Each job description for teachers will be accompanied by a separate schedule; the ranges and steps to be reviewed and negotiated each year within the formal and legal framework provided by the State of California.

The Relationship Between Job Complexity and Number of Salary Schedule Steps

The levels of all jobs and functions are directly related to the complexity of the job and therefore the amount of training and time to master the job will be reflected in more salary steps (consequently a wider range) on the salary schedule as one progresses up the career ladder. For example, at the Associate Teacher level, the growth rate is more accelerated and maximum performance is reached earlier, while in the Senior or Master Teacher role, the growth rate will continue toward the achievement of full competency over a longer period of time.

"Career Ladder" Concept

One of the purposes of establishing a teacher hierarchy is to create a career ladder for teachers to remain as teachers in the organization with responsibility, status, and remuneration equivalent to and beyond that of the traditional administrative ladder.

Criteria for the Different Levels

Associate Teacher

The beginning step should be approximately equivalent to starting salaries of other districts in the surrounding areas which compete for beginning teachers. The step differential should be greater than on the standard salary schedule since the growth rate in this least complex level is more greatly accerlerated. As maximum performance may be reached early, this schedule should be limited in steps to reach maximum. Since the State average on districts granting salary credit for prior years of teaching experience is five years, individual Associate Teachers who find limited opportunity for advancement up the levels after reaching their salary maximum, may transfer to other districts without loss of salary credit if they should so desire.

Staff Teacher

The staff teacher salary schedule should be thoroughly explored and developed if appropriate during the 1969-70 school year. Additional time is necessary for the staff to reach agreement on a differentiated "staff teacher" salary schedule:

1. Before requesting a legal variance from the State to allow two staff teacher salary schedules for teachers serving in essentially the same function

2. Utilizing one salary schedule for all staff teachers

Senior Teacher

The beginning and maximum steps may be comparable to that of a campus administrator with an equivalent working year because of the comparability in qualifications and responsibility levels required. Therefore, the salary range may have a positive relationship to those appropriate administrative salary ranges in bell-wether districts selected by the Board of Education. The significant increase in the complexity of the whole job is indicated by:

1. The greatly increased salary range

2. 11-month work year

3. Suggested seven step schedule to reach the maximum

Master Teacher

The beginning and maximum steps may be comparable to that of a 12-month administrator with District-wide responsibilities and require an equivalent working year. An eight step maximum is suggested because of the increased complexity of this level.

Placement, Evaluation, and Progression on the Differentiated Salary Schedules

Rationale

Placement on a differentiated salary schedule will be determined by the Personnel Office using the following criteria which has been developed by the CPAC, adopted

by the Project Steering Committee, recommended by the Superintendent and approved by the Board of Education. Petitions for appeal of placement will be reviewed by the CPAC at their option. In cases of disagreement, the Board will adjudicate.

Retention of all personnel on the differentiated salary schedules is as dependent on their performance as a classroom teacher as on whatever additional responsibilities they may be assuming.

Criteria for Placement

Initial Placement

In cases of transfer from the standard to a differentiated salary schedule or employment from outside of the District on a differentiated salary schedule, the candidate shall be placed minimally on the lowest step of the appropriate schedule that is above his projected salary for the contract school year. In no case will a candidate be placed above the maximum on the schedule for a level in which he has applied. Once on a differentiated salary schedule, this policy shall also apply when transferring up the levels.

Final Placement

In addition to the above criterion for minimal placement, the Director of Personnel will utilize the following additional criteria as additional considerations in recommending to the Board of Education final placement beyond the minimal step:

1. Teaching and other relevant experience, post graduate training and degrees which are directly related to the new position of the applicant;

2. Recommendations of the personnel selection committee.

Evaluation and Progression on the Salary Schedules

Salary progress review will be conducted annually for Associate and staff teachers. Progression on these schedules will be contingent upon the standard evaluative procedures employed in the District.

Senior and Master Teachers will evaluate Associate Teachers in schools where differentiated staffing is in effect. Salary movement is automatic unless the teacher is not recommended for reemployment, in which case the same set of procedures used for the standard schedule apply as to dates of notification, etc. (Board Policy 4102.5A, with recommended change that the principal may be replaced by the Senior Teacher or Master Teacher on the committee of three).

Salary progress review will also be conducted annually for Senior Teachers. Senior Teacher salary advancement is dependent upon satisfactory colleague evaluation of services rendered. Unsatisfactory evaluation for a Senior Teacher candidate may result in no contract being offered in that position the following year.

Master Teachers will be reviewed for the first salary increment not later than 18-months after receiving an initial two-year contract, and thereafter annually. They will usually be employed on a two-year contract for evaluation to be fair in terms of the complexity of the job to be developed and performed. Advancement on the schedule is dependent upon evaluation of the Master Teacher by staff teachers and Senior Teachers employed in the discipline being served by the Master Teacher. Evaluations are coordinated through the school Academic Senate and the District Senate. Unsatisfactory evaluation for the Master Teacher may result in a no salary advancement for the first year. A second year of unsatisfactory performance will terminate employment as a Master Teacher.

Procedures for the Evaluation and Coordination of Senior/Master Teachers

Formal evaluations will be conducted quarterly (twice per semester) in writing by the staff teachers in the discipline being served by the Senior/Master Teacher.

Within two weeks following the written evaluation by the staff, the Senior/Master Teacher summarizes the findings and presents the original staff evaluations along with his summary to the appropriate school Academic Senate for their consideration.

The Senior/Master Teacher may comment on the collective judgments of the staff. Discrepancies in opinion are reconciled by the Academic Senate and released to the staff in writing.

At the time of release to the staff, individual or groups of staff teachers in the area served by the Senior/Master Teacher may file a minority report in writing or present it to the Academic Senate. In the case of the Master Teacher, reports pertain only to the services of that person in the school in question.

The coordination of collective schools opinions regarding the Master Teacher is accomplished by the District Senate. Discrepancies of opinions by schools are also reconciled by the District Senate.

The staff is allowed 5 school days to file a minority report after receipt of the Academic Senate or the District Senate report. If such a report is filed, the Academic Senate and/or the District Senate is obligated to comment and include it in its assessment for that quarter. The Academic Senate and/or the District Senate may further make specific recommendations in the methods or procedures of the Senior/Master Teacher program.

Both the Academic Senate and the District Senate review quarterly evaluations of Senior/Master Teachers and make formal reports to the CPAC, which in turn recommends to the Director of Persoonel.

Recommendations for not reemploying any Senior or Master Teacher may be made after a reasonable length of time (one quarter) has passed for the person to improve. The Academic Senate and/or the District Senate, acting upon staff evaluations, makes a formal request to CPAC. Both the Academic Senate and CPAC may refer the evaluation to authorities not in the District for opinions. All such reports must be made available to the appropriate staff.

The CPAC may review Academic Senate and/or District Senate recommendations or hear minority reports in cases where they deem it necessary. The Academic Senate and/or the District Senate are obligated to hear minority reports and note them in their assessments; CPAC is not obligated to hear minority reports.

Final recommendations for employment are made by CPAC to the Director of Personnel who recommends to the Superintendent who, in turn, recommends to the Board of Education.

Appeal by Senior or Master Teachers regarding recommendations of the CPAC may be made to the Director of Personnel and/or the Superintendent; likewise in the case of the majority and/or minority reports from the staff. Discrepancies in opinion are ultimately and finally resolved by the Board of Education using the same procedures applicable for administrative personnel.

Tenure and the Differentiated Salary Schedules

Tenure will be earned after three successful years as an Associate Teacher or a staff teacher.

Tenure will be granted for Senior and Master Teachers as staff teachers only. Time percentages for tenure as a staff teacher, as determined by law in California, will apply.

Provision for Continuing Review of Personnel Policies for Differentiated Staffing

All policies pertaining to the employment, advancement and dismissal of personnel under differentiated staffing are subject to regular review by the CPAC, school Senates, and the staff, individually and collectively. Request for changes in procedures and/or policies should be submitted to the CPAC for consideration.

Recently Adopted CPAC Additions

Senior Teacher Salary Schedule

There is a single salary schedule for all Senior Teacher positions, with those proposed positions that do not fully meet the Project Steering Committee criteria retained as Intern Trainee positions with an additional stipend, rather than being placed on the Senior Teacher Salary Schedule; and

since the District's experience to date with fully functioning Senior Teacher positions indicates that although the qualifications and responsibilities differ from that of the building administrator, they are comparable; therefore,

the Senior Teacher Salary Schedule ranges from approximately $14,250 to $18,000. It is subject to any cost of living adjustment adopted for other schedules for 1970-71.

The number of steps is limited to five (5), consistent with administrative salary schedules, and based upon experience to date which indicates that achievement of mastery level competence in the position will be reached by the fifth year.

The position is established on a 12-month basis, in order for the Senior Teacher to carry out those functions essential to the position, such as:

1. program evaluation
2. preparation, evaluation and selection of new materials
3. keeping abreast of current methods and techniques
4. working with the Master Teacher in planning the program for the next year
5. possibly carrying out teaching experiments in summer school as part of regular assignment.

In order to compensate for the additional time and responsibility factors, initial placement on the Senior Teacher Salary Schedule is on the step which is closest to, but not less than $3,500 over previous placement on the Standard Teachers Salary Schedule exclusive of career increment, if budgetary restrictions limit any Senior Teacher position to 11-months, the schedule will be prorated accordingly on an 11/12 basis and minimum placement should be $2,500 above previous placement.

The working year for a 12-month Senior Teacher shall be from July 1 - June 30, with 22 days paid vacation; the working year for an 11-month Senior Teacher shall be from August 1 - June 30, with 20 days paid vacation; variations in the working year shall be approved by the staff served by the Senior Teacher, the school Senate, the Project Steering Committee, and the District Senate.

Extra assignments during the working day for Senior Teachers, i.e., coaching, newspaper editor, performing arts assignments, summer school teaching, and Youth Development Coordination, shall be approved by the staff served by the Senior Teacher, the school Senate, the Project Steering Committee, and the District Senate; thereby not compromising the importance of the full-time professional role of the position. No such approved extra assignments for Senior Teachers shall be compensated in addition to regular placement on the Senior Teacher Salary Schedule.

Extra assignment for Senior Teacher Intern Trainees shall be approved through the same procedure and petition for extra compensation may be considered in the recommendation. Consultant fees for work outside of the District shall be earned only on days charged to accrued vacations.

Master Teacher Salary Schedule

Since the District's experience to date indicates that although a fully functioning Master Teacher will have qualifications and responsibilities that differ from that of a district administrator, they will be comparable.

The Master Teacher Salary Schedule ranges from $18,000 to $22,500. Since this is predicated on a relationship to existing salary schedules, it should be subject to any cost of living adjustment adopted for other schedules for 1970-71.

The number of steps is limited to five (5), consistent with the administrative salary schedules, and based upon experience to date which indicates that achievement of mastery level competence in the position will be reached by the fifth year.

Initial placement on the Master Teacher Salary Schedule should be negotiated by the Assistant Superintendent, Personnel, in consideration of previous responsibility, salary, and work year, and the recommendation of the selection committee.

There is no extra compensation for any assignments conducted during the regular working day, with consultant fees for work outside the District earned only on days charged for accrued vacation.

A BRIEF COMPENDIUM OF MAJOR EVENTS OF THE TEMPLE CITY DIFFERENTIATED STAFFING PROJECT 1965-1970

Year	Month	Activity
1965	December	1. Administrative Workshop with Dr. Dwight Allen basic concepts of differentiated staffing developed
1966	April	1. Community Workshop a. PTA b. School Board c. Professional groups 2. Fenwick English appointed to develop project to Kettering Foundation 3. Dr. Dwight Allen presents plan to California State Board of Education
1966	May-June	1. Research 2. Project development
1966	July	1. Critique at Stanford by Dwight Allen
1966	August	1. Project submitted to Charles F. Kettering Foundation
1966	November	1. Project funded for initial study ($41,840.00)
1966	December	1. Project Steering Committee formed a. Teacher representatives b. Board of Education c. Dwight Allen & Associates
1967	February	1. Project Steering Task Forces formed a. Communication - Bob Reinertsen b. Teacher Job Analysis - Allan Shuey c. Legal Aspects - Wilber Hawkins d. Finance - Kenneth Nielsen 2. Teacher Task Frequency Log developed and administered to the staff (time analysis of teacher's day) 3. First House Organ published 4. Formation of two additional Task Forces a. Evaluation - Virginia Harker b. Salary - Floyd Thaller

Year	Month	Activity
1967	March	1. Analysis of staff reaction to Task Log 2. Consideration of summer work 3. Staff questionnaire developed on how teacher time should be spent (Teacher Value Judgment Survey)
1967	April	1. Formation of Linkage Task Force - Miriam Osborne 2. Summer tasks
1967	May	1. Compilation of Teacher Value Judgment Survey 2. Analysis given to Steering Committee and staff
1967	June-July	1. Task Forces developed a. Evaluation model b. Staffing model c. Project PERT - Fenwick English d. New organizational pattern e. New administrative roles 2. Critique at Stanford
1967	August	1. Shredding session with representative group in Linkage Task Force 2. Outside critiques
1967	September	1. Steering Committee reaction 2. General staff reaction and feedback 3. Staff evaluation published
1967	October	1. First cost model developed 2. Semantic differential attitude inventory administered to staff 3. Revisions made in model from staff feedback
1967	November	1. Critique of cost model by Steering Committee 2. Colleges contacted for interest in in-service 3. Preliminary minimum entry school criteria developed
1967	December	1. Minimum entry defined for schools 2. Scheduling Committee formed - Bill Thompson 3. Financial model reviewed
1968	January	1. Teacher visitations to schools using flexible scheduling a. Kullerstrand, Colorado b. Claremont High School c. Poway High School d. Riverside Junior High School e. Mission San Jose

Year	Month	Activity
1968	January (cont.)	2. Financial model revised 3. Schools apply for entry to differentiated staffing 4. Academic Senate/principal relationships refined 5. Progress report to Dr. Fred Brieve Kettering Foundation 6. Critique by Dr. Dwight Allen 7. Project synthesizing 8. Selection of Oak Avenue School and Emperor School as pilot schools
1968	February	1. Study sessions with Board of Education and community
1968	March	1. Staff questionnaire on training program 2. Adoption of differentiated salary schedules and plan by Board of Education
1968	April	1. Establishment of training committee to meet with colleges 2. Screening for intern positions a. Master Teacher b. Senior Teacher 3. Development of master evaluation plan for District
1968	May	1. Selection of Senior Teachers 2. Selection of Cal State and Claremont as consortium partners
1968	June	1. Screening of EPDA project by State 2. Selection of Master Teacher 3. Final draft of master evaluation plan
1968	July	1. Teachers begin curriculum revision for flexible scheduling in September 2. EPDA project submitted to USOE 3. Final report to Kettering Foundation
1968	August	1. Curriculum work concluded 2. Building remodeling completed 3. Parent seminars concluded 4. Final schedule revisions
1968	September	1. Opening of Oak on flexible scheduling/ differentiated staffing 2. Opening of Emperor on flexible scheduling
1969	January	1. Final negotiations with USOE ($168,540.48) under EPDA

Year	Month	Activity
1969	February-March	1. Planning sessions with consultants on EPDA training program 2. Career ladder EPDA disadvantaged adults selected for training program 3. Initial staff reaction to the formation of the CPAC 4. Screening begun for selection of EPDA trainees 5. EPDA trainees selected for training
1969	April	1. First EPDA training session with University of Massachusetts 2. Steering Committee adopts Associate Teacher/staff teacher delineations 3. Post testing of pupils/parents on semantic differential at Oak, Cloverly, Emperor, and Longden 4. First job description for Master Teacher of Social Science in performance terms 5. Administrative EPDA training program initiated 6. Final Plan of Operation for fiscal year 1969-70 accepted by USOE 7. Results of first staff collegial evaluation reported to the Board of Education 8. Project brochure released
1969	May	1. Administration of student attitude inventory post test 2. High School Senior Teacher position openings announced 3. Legislative briefing session with Senator John Harmer and Education Committee 4. Formation of Primary Teacher Task Force to analyze differentiated staffing at the primary level
1969	June	1. First proposal for the District Senate 2. Results of Parent Attitude Inventory made available 3. Addition of EPDA Project Information Officer- Michael Stover 4. Initiation of EPDA summer training with Claremont Graduate School
1969	July	1. Meeting of primary teachers - Jan Peet 2. EPDA summer training concludes 3. 1970-71 EPDA Prospectus submitted for renewal grant to USOE
1969	August	1. Elementary Senior Teacher Intern guidelines developed

Year	Month	Activity
1969	September	1. Second order of EPDA project brochures 2. Summer EPDA trainees evaluate program 3. Steering Committee accepts elementary Senior Teacher Intern roles 4. Screening for elementary Senior Teachers begun
1969	October	1. Scholar/teacher studies initiated with Master Teachers 2. Senior Teachers begin "Inquiry Training" 3. Steering Committee changes selection procedures for elementary Senior Teachers 4. Teacher nominations for membership on CPAC 5. TCHS Senior Teacher Interns initiate building job descriptions 6. Tax override passes 7. Mr. Camfield reports to Board of Education on an analysis of teacher applicants to the School District, 1967-69 8. Oak student testing dates established 9. Oak Library questionnaire developed and administered to students 10. Final report released on teacher evaluation of EPDA summer training sessions with Claremont to Board of Education
1969	November	1. EPDA project sent to USOE in final form
1969	December	1. Master Teacher Research Strand planning begun 2. Title III ESEA Prospectus sent to Sacramento 3. Cal State Professor Minta Palmer assesses Strand F 4. Uniform visitation procedures developed for Oak 5. Revised EPDA Evaluation Model sent to USOE
1970	January	1. Oak Library-Media Center report filed with Board of Education 2. ECHO Study submitted to USOE with General Research 3. Steering Committee hears Master Teacher debate 4. Rod Fielder of Claremont surveys District teachers 5. Oak Senior Teacher of English position opened 6. Title III Project submitted to OE/ Sacramento

Year	Month	Activity
1970	February	1. State Department of Education visitation
1970	March	1. Master Teacher Research Design Strand initiated with Jack McManus of SWIRL 2. Senior Teacher training resumes 3. Micro-counseling Strand initiated at TCHS 4. Published results of Oak student data 5. Steering Committee votes to hold staff reelections 6. Revision begun of Senior/Master Teacher job descriptions 7. Proposal submitted to Kettering Foundation 8. Final EPDA 1970-71 proposal approved by USOE ($300,000) 9. Analysis of teacher absences by school, sex, and age given to Board of Education
1970	April	1. Analysis of visitor comments by Mr. Camfield given to Board of Education 2. Ninth grade follow-up study initiated 3. Results of Oak testing (November) released to Oak staff 4. Robert Stout/David Burke monitor District climate 5. New Senior/Master Teacher job descriptions released for staff use 6. Fenwick English resigns as EPDA Project Director
1970	May	1. Bruce Caldwell appointed new EPDA Project Director 2. Ernest Camfield resigns as EPDA Associate Director 3. EPDA/DS Handbook published 4. First year project evaluation completed 5. Final Oak student testing 6. Robert Stout/David Burke conduct final administrative workshop 7. Final Senior Teacher training with Lou Ellenhorn from Claremont 8. Final Master Teacher Research Design Strand sessions
1970	June	1. EPDA summer training

Epilogue

Five years have seen a lot of water under the bridge in Temple City. We have seen unprecedented change, confusion, and accomplishment. It has not been without some trauma. Meaningful change is painful. It means the undoing of some human relationships and the changing of human responses to old situations. It means the persistence of old patterns of behavior despite new surroundings. Progress is rarely dramatic, it is usually a slow and arduous uphill climb. Things can be changed, people are much slower.

To every technological change, there is a sociological aspect. I believe that Temple City's contribution to education will be this:

1. it was here that differentiated staffing became a reality; it was proven to be something which by the very fact it happened was now within the realm of human responses as a concrete alternative; it wasn't and isn't the Boeing 707, and like the Wright Brothers' first 200+ airborne feet, spectacular only in the sense it has never been done before;

2. it was here that the administrative decision-making structure was changed to include the teacher as a formal partner in the decision-making process. The fact that diffused decision-making is a reality is the reiteration of worn out criticism that "we can't tell who is making the decision." Only in an authoritarian setting can it always be known where decisions have been made. The creation of a diffused decision-making structure brings with it situational ambiguity;

3. Temple City demonstrated how it could be done, through involvement, debate discussion, compromise and empathy.

Differentiated staffing is a structural innovation. It aims to change aspects of the school structure which inhibit a viable teacher response to students. As such however, it does not guarantee that the response will happen, it simple encourages and rewards that response when given. Only the teacher can make it happen. In this sense differentiated staffing is a measure of the professionalism of a teaching staff.

Differentiated staffing, a la Temple City, has not been replicated elsewhere, and concern about its replicability validate its innovativeness. If it were replicated elsewhere it would certainly not be innovative in the sense that it had not existed previously. Whether Temple City's Model is adapted elsewhere depends on much more than mere financial capability. It hinges ultimately on the efficacy of how an organization might become more sensitive and responsive to its clients.

It is an ironical twist of human life that those who were not bold in the beginni perceive little change in the end. It is thus a self-fulfilling prophecy, if no difference is desired, take the smallest step possible in the beginning.

There were those who dreamed and took bold steps. There were those who implement adapted, and became committed. There were those who philosophized, those who criticized and those who doubted. And there were those who opposed the project in many ways and for many reasons. There hasn't been much change in the way man looks and undergoes change. In this sense, Temple City is a replication itself.